

Making MAP Meaningful

Using Plano ISD's "Learning Continuum-TEKS" Project to Inform Instruction

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 @TX_MAP_Conf
#2015MAPUSERSCONFERENCE

How long has your district or school been using MAP?

 Respond at **PolleEv.com/jenniferruth934**

 Text **JENNIFERRUTH934** to **+17474443548** once to join, then **A, B, or C**

 Answers to this poll are anonymous



The Goal

Use MAP data to address the diverse needs of students in each classroom.



- Help teachers shift their focus from the assessment to the standards.
- Go to MAP as the source to customize a plan for instruction.
- Understand the relationship between the Learning Continuum and the State Standards.
- Put RIT ranges into context for students to set goals.
- Connect the assessment back to instruction.



Class by RIT or Class View

	<191	191-200	201-210	211-220	221-230	231-240
Numerical Representations and Relationships	<all> Zach	<all> Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb Helena	<all> Edwin Brittney George	<all> Leah Kevin
Computations and Algebraic Reasoning	<all>	<all>	<all> Zach Carly Jacob Mattie	<all> Jordan Noelle Karen Caleb	<all> Helena Edwin Brittney George Leah	<all> Kevin
Geometry and Measurement	<all>	<all> Zach Jordan Mattie	<all> Carly Jacob Caleb Helena	<all> Noelle Karen Edwin Brittney George	<all> Kevin	<all> Leah
Data Analysis and Monetary Transactions	<all>	<all> Zach Jordan	<all> Carly Jacob Mattie	<all> Noelle Karen Caleb George	<all> Helena Edwin Brittney Leah	<all> Kevin

Grouping

Teacher's Class by RIT Goal Strand for (MAP Reading)							
Bethany / Kiggins, Krysta - Period: 02 / Hmroom Gr 3							
Goal Strand	171-180	181-190	191-200	201-210	211-220	221-230	231-240
Print, Phonics and Vocabulary		M(178) S(194)	T(199) M(200)	S(206) J(207) E(197) C(214) C(205)	C(218) S(221) A(225) A(206) M(207)	O(223) A(218)	
Literary Concepts	M(178) 		<div>E(197) S(194) C(205)</div> 	<div>S(206) J(207) T(199) A(206) M(200) M(207)</div>	<div>C(218) S(221) A(218) C(214)</div>	<div>O(223)</div>	<div>A(225)</div>
Informational Concepts	M(178)		E(197) S(194)	S(206) J(207) (199) A(206) M(200) M(207) C(205)	C(218) A(218) C(214)	S(221) A(225) O(223)	

- Focus on specific strand each unit
- Grouping made easy
- Will always be *exceptions*

Learning Continuum

75%


50%


25%

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
Identify Author's Purpose, Fact/Opinion <ul style="list-style-type: none"> Locates information using an index in informational text* Locates information in passages (3 to 10 sentences) of informational text containing 1 to 6 compound or incomplete sentences or sentence construction containing prepositions, compound subjects, or objects* Locates information in short advertisements (1 to 3 paragraphs) Gives examples of informational sentences that are facts Classifies statements as fact or opinion in informational text* Distinguishes between facts and propaganda in advertisements* Infers the author's specific purpose for writing a complex informational text* Infers the author's specific purpose (term not used) for an informational passage (to inform)* Makes inferences from short informational texts (1-3 paragraphs) Infers the contents of an informational book based on its title* Draws conclusions using information supplied in informational text (3-5 simple sentences) 	Identify Author's Purpose, Fact/Opinion <ul style="list-style-type: none"> Locates information not found in informational text* Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates and summarizes information in informational passages containing compound subjects or objects Locates and paraphrases information in informational text (5-6 paragraphs) Gives examples of informational sentences that are facts Gives examples of sentences in informational text that are opinions Describes characteristics of sentences that are opinions in informational text* Distinguishes between fact and opinion in informational text Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text Distinguishes between examples of fact and opinion paraphrased from passages of informational text Distinguishes between facts and propaganda in advertisements* Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform" Infers the author's specific purpose (term not used) for an informational passage (to inform)* Makes inferences from short informational texts (1-3 paragraphs) Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* Infers meaning in informational text* Infers character traits using informational text* Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex 	Identify Author's Purpose, Fact/Opinion <ul style="list-style-type: none"> Locates information in informational text* Locates information in passages (5 to 25 sentences) of informational text containing multiple compound or incomplete sentences or sentence constructions containing prepositions, compound subjects, objects, or subordinate clauses Locates information and draws conclusions from complex informational text Locates and summarizes information in informational passages containing compound subjects or objects Locates information in informational passages containing long, complex, or incomplete sentences, containing more difficult vocabulary* Gives examples of sentences in informational text that are opinions Classifies statements as examples of fact and opinion in informational text Distinguishes between fact and opinion in informational text Distinguishes between examples of fact and opinion in short (4-5 sentences) passages of informational text Distinguishes between examples of fact and opinion paraphrased from passages of informational text Distinguishes between facts and generalizations (term not used) in informational text Distinguishes between facts and opinions that are unsubstantiated by informational text* Distinguishes characteristics of informational sentences that are opinions versus sentences that are facts* Analyzes when the author's purpose is to inform in informational text* Infers the author's specific/main purpose for an informational passage (to inform) Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)* Infers the meaning of terminology in informational

Are you familiar with the MAP Learning Continuum?

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 Answers to this poll are anonymous

I am extremely familiar with the MAP Learning Continuum and I use it to guide instruction. **A**

I am pretty familiar with the MAP Learning Continuum and would like to learn more about how to use it to make instructional decisions. **B**

I have seen or heard of the MAP Learning Continuum and I am ready to understand this tool. **C**

I am not familiar with the MAP Learning Continuum and would like to learn more. **D**

Learning Continuum in Web Based MAP

Test Name

Edit Display Options

1 column

3 columns

5-point range

10-point range

Expand all sub-goals

Contract all sub-goals

Print-friendly view

101-110

111-120

121-130

131-140

141-150

151-160

161-170

171-180

181-190

191-200

201-210

Sub-goal

171-180

181-190

191-200

Reinforce
these skills & concepts

Develop
these skills & concepts

Introduce
these skills & concepts

- Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

- Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

- Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

Instructional Guide

Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
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Independent stations
or work

Small group & stations or
guided practice

Concepts to
Introduce

Example Students 201-210

Teacher's Class by RIT Goal Strand for (MAP Mathematics) Christie / Cormack, Carrie - Period: 04 / Reading Gr 4						
Goal Strand	181-190	191-200	201-210	211-220	221-230	231-240
Numerical Relationships	Zach (198)	Jordan (203)	Carly (208) Jacob (205) Mattie (202)	Noelle (214) Karen (218) Caleb (210)	Edwin (222) Brittney (227) George (226)	Leah (237) Kevin (238)
Computations and Algebraic Relationships		Mattie (202)	Zach (198) Carly (208) Jacob (205)			
Geometry and Measurement		Zach (198) Jordan (203) Mattie (202)	Carly (208) Jacob (205) Caleb (210)			
Data Analysis and Monetary Transactions		Zach (198) Jordan (203)	Carly (208) Jacob (205) Mattie (202)			

Skills and Concepts to Develop 201 - 210

Use Place Value: Whole Numbers and Decimals

- Identifies whole numbers over 999 using base-10 blocks*
- Identifies the numeral and written name for whole numbers with a zero between digits to the ten thousands place
- Identifies the numeral and written name for whole numbers over 100,000
- Compares whole numbers through 999,999
- Compares whole numbers through the billions using the symbols $<$, $>$, or $=$ *
- Orders whole numbers less than 10,000
- Orders whole numbers a million or greater
- Writes equivalent forms of whole numbers using place value (e.g., $54 = 4$ tens and 14 ones)
- Writes whole numbers using place value terms and vice versa

Class by RIT Chart

MAP Mathematics	MAP Reading	MAP Science Gen	MAP Language Usage			
Teacher's Class by RIT Goal Strand for (MAP Mathematics) Christie / Cormack, Carrie - Period: 04 / Reading Gr 4						
Goal Strand	181-190	191-200	201-210	211-220	221-230	231-240
Numerical Relationships	Zach (198)	Jordan (203)	Carly (208) Jacob (205) Mattie (202)	Noelle (214) Karen (218) Caleb (210)	Edwin (222) Brittney (227) George (226)	Leah (237) Kevin (238)
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Intervention & Extension

Teacher's Class by RIT Goal Strand for (MAP Reading)							
Bethany / Kiggins, Krysta - Period: 02 / Hmroom Gr 3							
Goal Strand	171-180	181-190	191-200	201-210	211-220	221-230	231-240
Print, Phonics and Vocabulary		M(178) S(194)	T(199) M(200)	S(206) J(207) E(197) C(214) C(205)	C(218) S(221) A(225) A(206) M(207)	O(223) A(218)	
Literary Concepts	M(178)		E(197) S(194) C(205)	S(206) J(207) T(199) A(206) M(200) M(207)	C(218) S(221) A(218) C(214)	O(223)	A(225)
Informational Concepts	M(178)		E(197) S(194)	S(206) J(207) (199) A(206) M(200) M(207) C(205)	C(218) A(218) C(214)	S(221) A(225) O(223)	
		Intervention/tutoring				Extension Needed	

- Intervention is not always Tier II

Individualized Learning Statements

MAP Mathematics		MAP Reading	
Goal Strand		231-240	
Numerical Relationships		h (237) in (238)	
Computations and Algebraic Relationships		in(238)	
Geometry and Measurement			
Data Analysis and Monetary Transactions		in(238)	

Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Mathematics

Goal strand: Numerical Representations and Relationships Instructional level: 201-210

Grade level: 4

Numerical Representations and Relationships (Represent and Generate Fractions)

Grade level TEKS to target

4.3C - The student applies mathematical process standards to represent and generate fractions to solve problems- determine if two given fractions are equivalent using a variety of methods

MAP learning statements from DesCartes

- Identifies equivalent fractions using visual representations

Numerical Representations and Relationships (Use Place Value Whole Numbers and Decimals)

Grade level TEKS to target

4.2B - The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value- represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

4.3G - The student applies mathematical process standards to represent and generate fractions to solve problems- represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

4.4G - The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy- round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

MAP learning statements from DesCartes

- Identifies a decimal on a number line to the tenths place
- Identifies the place value and value of each digit in whole numbers through the billions
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand

Filtered Grade Level List

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 4th	DesCartes						
				161-170	171-180	181-190	191-200	201-210	211-220	221-250
erical Representations and Relationships	erical Representations and Relationships	Number Patterns and Concepts of Expressions								
		ient and Generate Fractions	3C determine if two given fractions are equivalent using a variety of methods 3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols >, =, or < 3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line 4G round to the nearest		Rounds 2 and 3 digit whole numbers to the nearest ten Rounds 3 digit whole numbers to the nearest hundred	Identifies equivalent fractions using visual representations Matches numeric and visual representation of equivalent fractions	Identifies equivalent fractions using visual representations	Compares fractions and mixed numbers using symbols Compares fractions greater than or less than a given fraction using visual representations with or without a number line Determines simple equivalent fractions using multiples Identifies equivalent fractions using visual representations	Compares fractions (e.g., comparing numerators and denominators) Determines equivalent fractions using multiples Determines simple equivalent fractions using multiples Compares fractions (e.g., comparing numerators and denominators)	
TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 4th	DesCartes						
				161-170	171-180	181-190	191-200	201-210	211-220	221-250
		Use Place Value: Whole Numbers and Decimals	2B represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals 2E represent decimals, including tenths and hundredths, using concrete and visual models and money 2F compare and order decimals using concrete and visual models to the hundredths 3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line 4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers		Rounds 2- and 3- digit whole numbers to the nearest ten Rounds 2- and 3- digit whole numbers to the nearest hundred	Compares and orders money in decimal form Rounds 2- and 3- digit whole numbers to the nearest ten Rounds 3-digit whole numbers to the nearest hundred	Identifies a decimal on a number line to the tenths place Identifies the place value and value of each digit in whole numbers through the billions Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten	Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred	Compares and orders decimal to the hundredths place (not same number of digits after decimal) Writes a decimal for a shaded region to the hundredths place	

Activity

Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Mathematics

Goal strand: Numerical Representations and Relationships Instructional level: 201-210

Grade level: 4

Numerical Representations and Relationships (Represent and Generate Fractions)

Grade level TEKS to target

4.3C - The student applies mathematical process standards to represent and generate fractions to solve problems- determine if two given fractions are equivalent using a variety of methods

MAP learning statements from DesCartes

- Identifies equivalent fractions using visual representations

Numerical Representations and Relationships (Use Place Value Whole Numbers and Decimals)

Grade level TEKS to target

4.2B - The student applies mathematical process standards to represent, compare, and order whole numbers and decimals and understand relationships related to place value- represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals

4.3G - The student applies mathematical process standards to represent and generate fractions to solve problems- represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

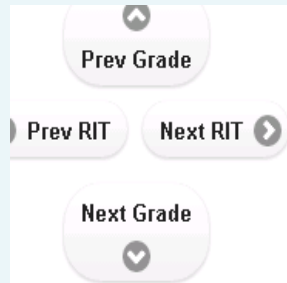
4.4G - The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy- round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

MAP learning statements from DesCartes

- Identifies a decimal on a number line to the tenths place
- Identifies the place value and value of each digit in whole numbers through the billions
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest ten
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand

TEKS	DesCartes Strand	DesCartes Sub-Strand	TEKS 4th	161-170	171-180
Numerical Representations and Relationships	Numerical Representations and Relationships	Number Patterns and Concepts of Expressions			
		Represent and Generate Fractions	<p>3C determine if two given fractions are equivalent using a variety of methods</p> <p>3D compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$</p> <p>3G represent fractions and decimals to the tenths or hundredths as distances from zero on a number line</p> <p>4G round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers</p>		

Planning Instruction



-Use TEKS as a guide for pulling resources together.

-Easily move across RIT bands for differentiation (stations, small group, whole group etc...)

Subject: Reading

Goal strand: Informational Concepts Instructional level: 191-200

Grade level: 3

Informational Concepts (Follow Directions Use Graphic Features)

Grade level TEKS to target

- 3.13D - Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- 3.15A - Follow and explain a set of written multi-step directions
- 3.15B - Locate and use specific information in graphic features of text.

MAP learning statements from DesCartes

- Locates information found in a simple chart in informational text
- Locates information in a simple index

Informational Concepts (Identify Author Viewpoint Evaluate Credibility)

Grade level TEKS to target

3.14 - Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.

MAP learning statements from DesCartes

- Infers the author's purpose (term not used) in writing an informational passage (persuasive)

Informational Concepts (Identify Authors Purpose FactOpinion)

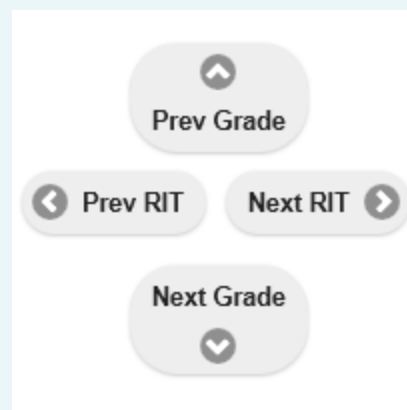
Grade level TEKS to target

3.12 - Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

3.14 - Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.

3.13B - Draw conclusions from the facts presented in text and support those assertions with textual evidence

Navigation by RIT Bands



Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Mathematics

Goal strand: Numerical Representations and Relationships

Instructional level: 211-220

Grade level: 4

Numerical Representations and Relationships (Represent and Generate Fractions)

Grade level TEKS to target

4.3C - The student applies mathematical process standards to represent and generate fractions to solve problems-determine if two given fractions are equivalent using a variety of methods

4.3D - The student applies mathematical process standards to represent and generate fractions to solve problems-compare two fractions with different numerators and different denominators and represent the comparison using the symbols $>$, $=$, or $<$

4.3G - The student applies mathematical process standards to represent and generate fractions to solve problems-represent fractions and decimals to the tenths or hundredths as distances from zero on a number line

MAP learning statements from DesCartes

- Compares fractions and mixed numbers
- Compares fractions and mixed numbers using symbols
- Compares fractions greater than or less than a given fraction using visual representations
- Compares fractions on a number line
- Determines simple equivalent fractions using multiples
- Identifies equivalent fractions using visual representations

Numerical Representations and Relationships (Use Place Value Whole Numbers and Decimals)

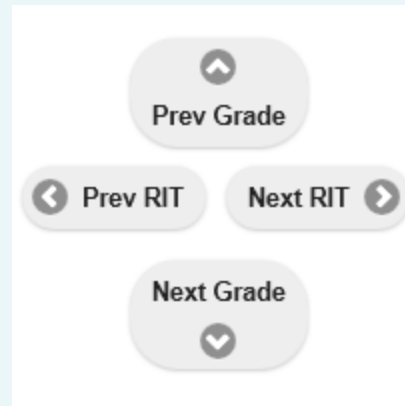
Grade level TEKS to target

4.4G - The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy- round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

MAP learning statements from DesCartes

- Rounds 4-, 5-, and 6-digit whole numbers to the nearest hundred
- Rounds 4-, 5-, and 6-digit whole numbers to the nearest thousand

Navigation by Grade Levels



Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Mathematics

Goal strand: Numerical Representations and Relationships Instructional level: 201-210

Grade level: 5

Numerical Representations and Relationships (Number Patterns and Concepts of Expressions)

Grade level TEKS to target

5.4F - The student applies mathematical process standards to develop concepts of expressions and equations- simplify numerical expressions that do not involve exponents, including up to two levels of grouping

MAP learning statements from DesCartes

- Evaluates numerical expressions using grouping symbols (whole numbers only)

50%

3rd Grade
191-200

3rd Grade
201-210

3rd Grade
211-220

4th Grade
191-200

4th Grade
201-210

4th Grade
211-220

5th Grade
191-200

5th Grade
201-210

5th Grade
211-220

Relative Weakness' & Strengths

Teacher's Class by RIT Goal Strand for (MAP Reading)							
Bethany / Kiggins, Krysta - Period: 02 / Hmroom Gr 3							
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Print, Phonics and Vocabulary		M(178) S(194)	T(199) M(200)	S(206) J(207) E(197) C(214) C(205)	C(218) S(221) A(225) A(206) M(207)	O(223) A(218)	
Literary Concepts	M(178)		E(197) S(194) C(205)	S(206) J(207) T(199) A(206) M(200) M(207)	C(218) S(221) A(218) C(214)	O(223)	A(225)
Informational Concepts	M(178)		E(197) S(194)	S(206) J(207) (199) A(206) M(200) M(207) C(205)	C(218) A(218) C(214)	S(221) A(225) O(223)	

Relative weakness

Relative strength

I've identified a weakness, now what?

(Same RIT)

Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Reading
Goal strand: Print, Phonics and Vocabulary Instructional level: 181-190
Grade level: 2

Print, Phonics and Vocabulary (Identify Meaning Affixes and Roots)

Grade level TEKS to target

- 2.2D - Read words with common prefixes (e.g., un-, dis-) and suffixes (e.g., -ly, -less, -ful)
- 2.5A - Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow)

MAP learning statements from DesCartes

- Chooses a root word plus correct prefix to complete a given statement
- Chooses the correct prefix (re-)
- Chooses the correct word based on context and knowledge of a suffix (-less)
- Selects the correct definition of a suffix (-er) in context
- Selects the correct word based on knowledge of a suffix (-iest) and superlatives
- Selects the correct word based on suffix and context
- Selects the correct word using knowledge of a suffix (-er)
- Uses context to determine the meaning of a prefix (im-)
- Uses knowledge of prefixes to choose the correct word based on context (non-)
- Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning

Previous grade level TEKS

Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Reading
Goal strand: Print, Phonics and Vocabulary Instructional level: 181-190
Grade level: 3

Print, Phonics and Vocabulary (Identify Meaning Affixes and Roots)

Grade level TEKS to target

- 3.1A - Decode multisyllabic words in context and independent of context by applying common spelling patterns including:
- 3.4A - Identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots

MAP learning statements from DesCartes

- Chooses a root word plus correct prefix to complete a given statement
- Chooses the correct prefix (re-)
- Chooses the correct word based on context and knowledge of a suffix (-less)
- Chooses the prefix that when added to a given root word will best complete a given statement (e.g., inter-, de-, mis-, re-, in-, dis-, tri-, pre-)
- Defines a word based on its base word
- Distinguishes between root words and words with suffixes
- Identifies words that come from the same root or base word
- Infers the meaning of a base word given the meaning of words containing the base plus prefixes and/or suffixes
- Names the root word/base word found within a larger word
- Selects the correct definition of a suffix (-er) in context
- Selects the correct word based on knowledge of a suffix (-iest) and superlatives
- Selects the correct word based on suffix and context
- Selects the correct word using knowledge of a suffix (-er)
- Uses context to determine the meaning of a prefix (im-)
- Uses knowledge of prefixes to choose the correct word based on context (non-)
- Uses prefixes, suffixes, and root words (meaning of each part given) to construct a word with a given meaning

Current grade level TEKS

From Learning Statements to Goal Setting

MAP learning statements from DesCartes

- Classifies the purpose of a short informational passage (1 to 3 sentences) as "to inform"
- Draws conclusions using information supplied in informational text (1-3 paragraphs containing complex sentences)
- Infers meaning in informational text
- Infers the author's specific purpose (term not used) for an informational passage (to inform)
- Makes inferences from short informational texts (1-3 paragraphs)
- Makes inferences using information supplied in informational text (1-3 paragraphs containing complex sentences)

Individual Goal	Class Goal
Preselected learning statements	Preselected learning statements
Student driven	Student/teacher driven
Reading Goals Book -the “how” we will get there is put on the students’ shoulder with guidance & feedback from teacher	Daily learning targets -the “how” we will get there is discussed daily
Weekly reflection piece for student Ongoing feedback from teacher	Daily feedback during small group Weekly Assessment

Weekly Goal Setting

Unit 3 Wk 2

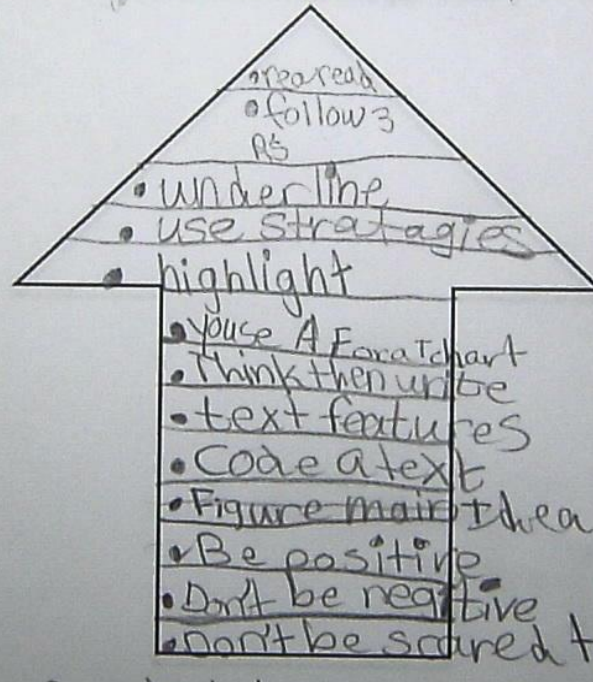
My Goal

I will identify the most important details
in a text.

So that I can

restate in my own words, the summary
of a text.

To help me achieve this goal, I can:



Reflection: I feel bad because I got a 83
but I will be careful on punctuation
and capitalization.

Ways to Use this Information

- TIER II or TIER III intervention
- Tutoring, pull out, ESL
- Whole class, groups, or individuals
- Campus intervention meetings
- Starting point
- Meaningful goal setting

Lower Performing Students

MAP Mathematics MAP Reading MAP Science Gen MAP Language Usage						
Teacher's Class by RIT Goal Strand for (MAP Mathematics) Christie / Cormack, Carrie - Period: 04 / Reading Gr 4						
Goal Strand	181-190	191-200	201-210	211-220	221-230	231-240
Numerical Relationships	Zach (198)	Jordan (203)	Carly (208) Jacob (205) Mattie (202)	Noelle (214) Karen (218) Caleb (210)	Edwin (222) Brittney (227) George (226)	Leah (237) Kevin (238)
Computations and Algebraic Relationships		Mattie (202)	Zach (198) Carly (208) Jacob (205)	Jordan (203) Noelle (214) Karen (218)	Helena (224) Edwin (222) Brittney (227)	Kevin (238)
Geometry and Measurement		Zach (198) Jordan (203) Mattie (202)	Carly (208) Jacob (205) Caleb (210)	Noelle (214) Karen (218) Edwin (222)	Kevin (238)	
Data Analysis and Monetary Transactions		Zach (198) Jordan (203)	Carly (208) Jacob (205) Mattie (202)	Noelle (214) Karen (218) Caleb (210)	Helena (229) Edwin (222) Brittney (227)	Kevin (238)

Individualized Learning Statements based on MAP Goal Strand Performance

Subject: Mathematics

Goal strand: Numerical Representations and Relationships Instructional level: 181-190

Grade level: 4

Numerical Representations and Relationships (Use Place Value Whole Numbers and Decimals)

Grade level TEKS to target

4.4G - The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy- round to the nearest 10, 100, or 1,000 or use compatible numbers to estimate solutions involving whole numbers

MAP learning statements from DesCartes

- Rounds 2- and 3- digit whole numbers to the nearest ten
- Rounds 3-digit whole numbers to the nearest hundred

50%

3rd Grade
171-180

3rd Grade
181-190

3rd Grade
191-200

4th Grade
171-180

4th Grade
181-190

4th Grade
191-200

5th Grade
171-180

5th Grade
181-190

5th Grade
191-200

Higher Performing Students

MAP Mathematics MAP Reading MAP Science Gen MAP Language Usage						
Teacher's Class by RIT Goal Strand for (MAP Mathematics) Christie / Cormack, Carrie - Period: 04 / Reading Gr 4						
Goal Strand	181-190	191-200	201-210	211-220	221-230	231-240
Numerical Relationships	Zach (198)	Jordan (203)	Carly (208) Jacob (205) Mattie (202)	Noelle (214) Karen (218) Caleb (210)	Edwin (222) Brittney (227) George (226)	Leah (237) Kevin (238)
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Subject: Mathematics

Goal strand: Geometry and Measurement Instructional level: 221-230

Grade level: 4

Geometry and Measurement (Solve Problems Involving Measurement)

Grade level TEKS to target

4.5C - The student applies mathematical process standards to develop concepts of expressions and equations- use models to determine the formulas for the perimeter of a rectangle ($l + w + l + w$ or $2l + 2w$), including the special form for perimeter of a square ($4s$) and the area of a rectangle ($l \times w$)

4.5D - The student applies mathematical process standards to develop concepts of expressions and equations- solve problems related to perimeter and area of rectangles where dimensions are whole numbers

4.8A - The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement- identify relative sizes of measurement units within the customary and metric systems

4.8B - The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement- convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table

4.8C - The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement- solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate

50%

3rd Grade
211-220

3rd Grade
221-230

3rd Grade
231-240

4th Grade
211-220

4th Grade
221-230

4th Grade
231-240

5th Grade
211-220

5th Grade
221-230

5th Grade
231-240

Current
RIT

Literary Concepts (Analyze Literary Nonfiction Sensory Language)

Grade level TEKS to target

3.9 - Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

3.10 - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.

3.Fig 19D - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Make inferences about text and use textual evidence to support understanding.

MAP learning statements from DesCartes

- Recognizes examples of onomatopoeia in literary text

Literary Concepts (Analyze Structure/Elements of Fiction Predict)

Grade level TEKS to target

3.2A - Use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions

3.5B - Compare and contrast the settings in myths and traditional folktales.

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3.8A - Sequence and summarize the plot's main events and explain their influence on future events

3.8B - Describe the interaction of characters including their relationships and the changes they undergo

3.8C - Identify whether the narrator or speaker of a story is first or third person.

MAP learning statements from DesCartes

- Analyzes how detail is used in a literary text to define character

based on MAP Goal Strand Performance

Subject: Reading

Goal strand: Literary Concepts Instructional level: 241-250

Grade level: 3

Report data for this selection not found.

Can confidently
work to next
grade level
TEKS

Goal strand: Literary Concepts Instructional level: 231-240

Grade level: 4

Literary Concepts (Analyze Literary Nonfiction Sensory Language)

Grade level TEKS to target

4.4 - Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how the structural elements of poetry relate to form.

4.5 - Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to describe the structural elements particular to dramatic literature.

4.7 - Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

4.7 - Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify similarities and differences between the characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.

4.8 - Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify the author's use of similes and metaphors to produce imagery.

4.Fig 19D - Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. Make inferences about text and use textual evidence to support understanding.

MAP learning statements from DesCartes

Your Take-Away

- A clear understanding of the relationship between the Learning Continuum and State Standards.
- A different perspective on how to customize the student learning experience.
- A method of making assessment data concrete and actionable.



Questions and Discussion

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